THE JOURNAL OF EDUCATION

Volume 128 FEBRUARY, 1945 Number 2

OUR SEVENTIETH YEAR . . . OLDEST SCHOOL MAGAZINE IN AMERICA

They Remember Winship:

Joy Elmer Morgan, Vierling Kersey, J. W. Crabtree, Agnes Samuelson, Kate V. Wofford, Agnes Winn, John W. Studebaker, Worth McClure, Payson Smith, Ralph C. Jenkins, Mary E. O'Connor, O. S. Reimold, Everett V. Perkins, and George W. Lyon.

He Was My Friend — FLORENCE HALE

How to Do a Poor Job of Teaching — LEWIS H. CHRISMAN

The World's Largest Classroom — MILDRED GAME

A Backward Leer at Latin — JAMES A. DUNN

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The State Capitol at Salem, Oregon

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as we go to press . . .

We dedicate an important portion of this issue to a Great Lover of Education and to the large number of persons who still remember him with grateful appreciation. The letters we print herewith from some of those who knew him best will, we think, be read with interest even by those who came upon the educational stage too late to experience the radiant influence of Dr. Winship directly, either through his addresses, his private friendships or this magazine while edited by him. His life span of eighty-eight years made it possible for the centenary of his birth, in 1845, to be marked by the written testimonials of individuals whom he impressed deeply. To read their letters is to get a more complete picture of the real Winship than any one is likely to have formed singly.

May we also take this opportunity to express our own appreciation, not only of Dr. Winship himself—with whom the present editor collaborated for eight years in producing this magazine—but also of the loyalty with which so many subscribers, won in his day, have continued to support THE JOURNAL OF EDUCATION. It was both amazing and encouraging to the JOURNAL staff to observe the almost one hundred per cent fidelity of the older subscribers in the period of transition and re-establishment that followed Dr. Winship's death in 1933.

Other parts of this February issue, except for the necessary omission or compression of certain features, are intended to uphold the usual standards of variety and worthwhileness, as we believe they do.

▼

We are sorry to interrupt the series of imaginary visits to "Educational High Spots" that began last month.

We hasten to assure you, however, that the series will be resumed in March. Some excellent material is already in hand for this series, and more is in preparation.

But perhaps we have detained you too long in the vestibule. We feel like saying, "Don't leave your rubbers out there in the cold," and now we have said it. If you could look out of our front windows upon snow-laden Boston Common at this moment, you would see the appropriateness of the rubbers.

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TEXTBOOK TOPICS AND REVIEWS

Textbooks For Today and Tomorrow

All our great industrial concerns have been drawing plans and experimenting with models of articles they will manufacture after the war. These will be items not available now—new or improved gadgets in preparation today for a market of tomorrow.

Amateur and professional statesmen are busy preparing blue prints for the future. To live at peace, they say, the nations must agree on this and that. They must set up special machinery; joint commissions; international pools; reciprocal arrangements; exchanges of information and education, and all the rest.

But what does the textbook publisher do by way of planning for that postwar Millenium? A two-fold task is his, not only now but always. The books he prepares for schoolroom needs are aimed at today's pupils. These volumes reflect with increasing fidelity the interests, abilities and needs of children here and now. But there is always in the minds of those who produce lesson books the fact that the children who study from them will soon be grown men and women, adult citizens in a changing world; hence the books that feed their minds today must meet the test of that unknown age indefinitely named 'Tomorrow."

With the exception of post-war touches required for geographies and histories after the war, printed materials of a new sort will probably not be any more necessary than they would be at other times. Better books are being evolved continuously. Educational publishers have only to go on thinking of their two-fold job, perhaps a little more intently and foresightedly, but not as novices in the business of planning ahead. They already have the knack of it.

Suppose we think back over the schoolbooks that have been noted in this department in the recent past—not books that are unobtainable until the war is over but books ready and at work right now.

If the age ahead is to be an air age, surely there are air-minded texts aplenty.

If we are to have closer relations with our Latin American neighbors, there are all those texts on South and Middle America and their languages that were mentioned here in February, 1944, and since.

If civic understanding and democratic behavior will be needed even more than now, there are texts that inspiringly portray American backgrounds; others that describe and discuss our system of government and how to make it work better. There are books on living with others; books on health; books on English that recognize the value of good speech and "knowing how" in everyday situations. Mathematics has become more concrete; more focused on the solving and checking of problems; better graded; better explained; and more effective. Science has come out in new editions that stop just short of revealing military secrets. Economics has been so simplified that a child can grasp its principles—the same after victory as now.

The child learning to read or spell or reckon or tell will require better and better tools as fast as these can be devised. Planning for these requirements has gone ahead rapidly of late. Many of today's readers and aids to the backward reader are excellent.

In virtually every area of education at every level, textbooks are available that have been well designed for children now, and to equip them for whatever life may bring them later. "Textbooks for Today and Tomorrow" is perpetually the goal of several dozen educational publishing houses, keenly rivalling one another in the race to reach it.

Talk and Take

What student of shorthand has not wished he could escape from memorizing all those arbitrary word signs? This reviewer, for one, had an enjoyable time learning the shorthand alphabet as a voluntary sideline while in high school but when he reached the word signs he mastered "part, plaintiff, opportunity" and stopped. The Thomas system of so-called "natural" shorthand has now been in the field five years with a standard writing pattern that almost completely does away with the necessity for special abbreviations and mind-burdening symbols. It has only a dozen word signs, some ten of the commonest prefixes and four suffixes that have to be mastered. The rest of the business consists in learning the stenographic strokes and touches and the simple rules for putting them to work. Thus the standard writing pattern calls for indicating the initial vowel sound, if the word has one; the first consonant sound; the following vowel sound; and any remaining consonant sounds in order. If there is a final vowel sound, this is also written. Evidently the system is a system and not a Chinese puzzle. *Talk and Take,* a manual of this system, offers a logical way of writing any word in the language. Its suggestions for abbreviation of words can be applied to technical terms occurring in a particular industry or office. The student is provided with a universal tool instead of a thousand different tools. Shorthand in half the time is a bold claim for any system. Yet one can see that this is not impossible.

TALK AND TAKE—Thomas Natural Shorthand, by Frick, Vietti and Thomas. Prentice-Hall, Inc., New York. $1.80.

Senior Mathematics

Can high school seniors, differing widely in mathematical aptitude and training, be provided with a one-year course that will round out their equipment for meeting almost any mathe-

matical situation in which they are likely to find themselves? Remembering that such a situation may be anything from a college "math" class to figuring compound interest, percentage markups on merchandise, or the speed and direction of a ship, an airplane or a bombshell, the authors of *Senior Mathematics* have answered in a rather strong affirmative. Their book extends from arithmetical principles and processes all the way through elementary algebra, the serviceable parts of geometry and right-angle trigonometry, always with an eye to mastery of skills, and solution of problems—real problems of the modern world with its many new mechanisms and complications. It impresses one as an unusually clearcut and purposeful text. Its diagnostic tests and review material should prevent undue waste of time by the better prepared students—an economy that can be offset by putting such pupils to work on numerous problems starred for difficulty. Mathematics as an implement for war or peace, for business, industry or life in the home is the theme of this textbook, and a theme that is not lost sight of for a moment. Moreover the danger of sketchy and thin-ice learning seems to have been very largely avoided by logical organization of material and lucid explanations.

SENIOR MATHEMATICS, by Harl R. Douglass and Lucien B. Kenney. Henry Holt & Company, New York. $1.52.

Conversacion Facil

Two new texts for the first term of Spanish are titled *Conversacion Facil* and *Anecdotas Faciles*. Each has a carefully limited vocabulary and idiom list and each should assist the student to acquire fluency in speaking. The material, moreover, reflects a sense of humor that may enliven the oral recitations with many a laugh. The conversation book is meant to be started first. Later the book of anecdotes can be introduced for things to talk about. Each book is divided into these four parts: School, Home, City, Country. Exercises to be used with each lesson are assembled at the back, where a vocabulary and other aids are also found. Here is a natural approach to learning a modern language; an approach rendered practicable by the removal of difficulties, or their postponement, until they can be taken in stride. The cartoon illustrations add a happy touch. An important by-product of studying these readers may well be the better understanding of certain hemispheric neighbors of ours.

CONVERSACION FACIL AND ANECDOTAS FACILES, John M. Pittaro. Macmillan Company, New York. 48 cents each.

One Publisher Objects To Taking Credit Due Textbook Authors

If publishers ever settle down to agree on things in general, the schools should begin to worry. Take that excerpt we quoted in these pages a month ago from Millicent Taylor in the Christian Science Monitor, and listen to what a demurring bookman writes us about Miss Taylor's statement, obviously based on what some other publisher had told her:

"The impression is given that the publisher makes up his mind he wants a book in a subject and then asks someone to write it for him. I venture to say no really successful textbook has ever been written by this plan. The best textbooks come from some author who is white-hot about his subject, often an obscure teacher who, however, has the gift of writing.

"The publisher's contribution is important. The Editorial Department does a lot of work on manuscripts. It is not quite fair to the authors, however, to belittle them. As you see, I am commenting on the first part of the quotation. The second part is nearer the truth when it is admitted that authors become virtually a part of the editorial staff."

Acquiring Spanish

The strategy of leading the beginners to read and speak in a foreign language before being confronted with its grammar is skillfully employed by the new text, *Acquiring Spanish*, which is the work of four authors scattered from New Mexico to Puerto Rico via Texas. The first five lessons consist mainly of Spanish sentences in parallel columns. An attempt is thus made to strengthen the learner's confidence in himself by showing him how much Spanish he already knows or can readily grasp from his knowledge of English. Later lessons have more the familiar appearance of other first year language texts. A number of cultural essays in English are interspersed; as for example, one on early American books and another on the history of Mexico. There are nearly ninety illustrations, some captioned in English, some in both English and Spanish, and the rest in Spanish alone. Pronunciation holds a back seat, in the appendix. No amount of manipulation can, of course, make Spanish any simpler than it actually is. The book necessarily presents matters of grammar and idiom in due turn for thorough study. But the way has been prepared through familiarity with Spanish words and expressions gained in the opening lessons. The subjunctive mood is omitted altogether. On the whole the text seems to open a rather alluring gateway to the study of Spanish.

ACQUIRING SPANISH by Campa, Maxwell, Hagood and Cebollero. The Macmillan Co., New York. $2.

Building Better English

Perhaps the most crucial years for determining whether a pupil will employ good English are those of the seventh and eighth grades. Hence the importance of choosing carefully the English texts and procedures of these two years. Two new books in this field are *Building Better English in Every Way* and *Building Better English at All Times*, for grades seven and eight respectively. Both are by Harry A. Greene and Kate Ashley.

These instructional aids strike us as being both substantial in subject matter and realistic in their conception of pupils' interests and capacities. The stimulus to self-improvement is plentiful throughout; each pupil being shown how to register on a chart his own progress, in both oral work and writing. Due attention is given to grammar in a number of units developed from the parts of speech. Book Seven deals mainly with simple sentences; Book Eight takes up compound and complex sentences and the paragraph, and introduces a certain amount of sentence analysis. Tests and activities are supplied in ample quantity and excellent quality.

XUM

At no point is the pupil allowed to forget that English is an indispensible tool for use in every classroom and in all social situations. The learning of one's mother tongue will not seem to the person studying from such texts a matter for only the chosen few who aspire to become professional writers or public speakers. *Building Better English* brings language straight home to boys and girls. Such at any rate is the aim and a pretty careful aim it seems to be.

BUILDING BETTER ENGLISH, BOOKS SEVEN AND EIGHT, by Harry A. Greene and Kate Ashley. Row, Peterson & Co., Evanston, Ill.

How We Live

Almost as clear and simple as its title is the book called *How We Live*. It is a primer of economics; and rarely if ever has that science been explained with equal clarity or its principles brought so readily within the grasp of the average person. The treatment is concise, graphic, free from prejudice or opinion. Only at the end do the authors voice their personal conviction that a general agreement on the choice and definition of economic terms is badly needed. We can see new light dawning upon high school students, farmers, industrial workers, and even some politicians, industrial managers, and supposedly erudite citizens of all ranks, as they scan the open, large-type pages and the meaningful charts and illustrations provided in this volume. The eminence and variety of its hundred or more endorsers —union leaders, manufacturers, economists and public officials—constitutes a remarkable guarantee of freedom from bias. The authors are to be congratulated on their splendid performance of a highly useful task.

HOW WE LIVE by Fred G. Clark and Richard S. Rimanoczy. D. Van Nostrand & Company, New York, $1.00.

An American Eagle

Under the caption of *An American Eagle* appears a new biography of Benjamin Franklin for boys and girls.

The problem of choosing material from so vast and varied a life has been met with evident thought of interest and importance and also of influence on young Americans. While most of the book is done in clear, not-too-difficult English by the authors themselves, numerous extracts in the language of Franklin are necessarily included, and these may need explaining by some older person to immature readers. The little volume gives easy access to the ever-amusing story of an American citizen and patriot who did more different things and did them better than a hundred ordinary men. Franklin is an integral and impressive part of our American tradition, and all our children should make his acquaintance, if only as an inspiring example of putting one's talents fully to work for one's self and society.

AN AMERICAN EAGLE by Bertha, Madeleine & Ernest Cobb. Arlo Publishing Company, Newton Upper Falls, Mass. $.65.

Thirty-six current books that should be read by "those who would take their part in a free society" compose the latest *Reading for Democracy* book list, put out by the Chicago Round Table of the National Conference of Christians and Jews. The list is free and can be obtained by writing to that organization at 204 North Wabash Avenue Chicago 1, Illinois.

Re-educating Germany

It is at least heartening to find a German of administrative experience intimately acquainted with the educational machinery and attitudes of the German state and people, who believes in the possibility of re-educating Germany and advances a program for accomplishing this most challenging task. Werner Richter, author of *Re-educating Germany*, held an important post in the Ministry of Education of the Weimar Republic, during a period of experimentation which he regards as significant for whatever may be undertaken after this war by way of regenerating the Fatherland. His book accordingly delves deeply into the successes and failures of the republican interval between the first world war and Hitler, as essential background. For the future, he assumes the defeat of Germany, a subsequent term of military occupation—then the tackling of the big job itself; that of remaking the minds of German adults and adolescents. He envisions an International Committee of Culture to give general and perhaps specific direction to education in the lands where Nazüsm has held sway. He warns that this committee should be democratic and Christian—no mere political bureau but a body capable of setting up intellectual goals for Germany and all Europe. He wants to see a European consciousness developed and a hitherto unknown ideal, that of a "good European." In nominating such an ideal to supplant extreme nationalism, he appears to have borrowed a concept from our union of states or from the growth of neighborly feeling in this hemisphere.

He looks forward to a complete ousting of Nazi-saturated teachers and the substitution of such saner ones as may be available. He would introduce women to take the places of men in German elementary schools.

Perhaps Dr. Richter's most striking proposal is for the extensive use of quotations from Hitler's addresses and writings, with commentaries by German writers, in order to show the Germans how badly they were deceived and led astray. The problem is too vast and many-sided for solution by a single author, however expert and intelligent. But Dr. Richter is realistic and constructive. His *Re-educating Germany* can scarcely be ignored in the shaping of plans for a new Germany. A nation humiliated by military defeat might well aspire to resume the place of cultural leadership it had attained before this century's murky dawn.

RE-EDUCATING GERMANY, Werner Richter. University of Chicago Press, Chicago. $3.50.

Rewriting Texts For Young Italians

WASHINGTON. —The Allied Commission in Italy has printed 1,000,000 textbooks for a re-education campaign to remove fascist doctrines from the minds of Italian children. The toughest job was expurgating fascist dogma from textbooks. A series formerly used for elementary schools was completely rewritten, while 759 books used in secondary schools were eliminated or edited.

Publishing new books was a big problem beoause of Italy's small supply of paper and printing materials. But supplies from the United States are coming in now and additional publication is planned.

Editorials

Threshold of Man's Last Chance

In February, A.D. 1945, three men of destiny met on the shores of the Black Sea to draw up plans for a new start of civilization.

The hour was crucial. A mighty and concerted attempt by two powerful nations to subjugate the world by military force had been stemmed; their assaults turned into defensive struggles. The ideology of "Might makes right" was tottering to its doom.

What the three men of destiny, aided by their military and political advisers, were able to agree upon is now for the most part known. Their main attention was upon Germany rather than Japan, for the obvious reasons that Stalin's country was not at war with Japan, and that Germany's overthrow was of primary importance.

The plan, therefore, called for the defeat, occupation and eventual disarming of Germany, to be followed by the more delicate task of uprooting Nazi doctrines. Punishment of Nazi criminals and destruction of the Prussian military organization were recognized as essential corollaries and included in the arrangement. Reparations were to be required, but their determination and direction were left to a joint commission to be set up in Moscow.

Settlements of boundaries and jurisdictions with respect to Poland, Yugoslavia and other states of Europe were effected by compromises possibly more satisfactory to Stalin than to Roosevelt or to Churchill.

The Soviet Premier gave ground a little in the matter of voting on the United Nations Security Council. In cases not involving punitive action, a majority of the eleven members would be decisive. Thus it might be possible for the Council to rebuke one of its own members. But no use of military or economic sanctions could occur without unanimous consent of the five major powers having permanent seats in the Council. This left room for some foul play in the future by one or more of the big Five. But a peace mechanism that is more perfect than national predilections warrant may prove stronger than one too futuristic in design. At any rate, the agreement could go no further than the point to which all three of the conferees was ready to go, and that was that.

Peace cannot be guaranteed for all future time by the united wills and signatures of three men who chance to head the three greatest nations at the moment. Yet the Crimean Conference virtually completed the blueprint for a world in which peace will be possible. The permanence of peace will depend upon the support given to it by people of intelligent good will, in our own country and elsewhere, as time elapses and war memories tend to fade. Mankind's fate is in mankind's hands.

The Public Schools Picture

Considering the labor involved in totaling and averaging the daily attendance of your own classroom, school or system of schools—and in the latter case the work of filling out blanks on every aspect of school expenditure—you are not surprised that it takes a year or two for the United States Office of Education to gather all these statistics into one all-inclusive table, state by state and for the nation. At any rate, the report for 1942-43 has just been issued. It is both bewildering and awe-inspiring. The fact that the American people, while pouring their energies into the mightiest war of history, still managed to spend almost two and a half billion dollars on the training of their children in public schools, pretty strongly attests the nation's belief in education. More precisely, the grand total stated in this latest official report is $2,308,098,338.

In some respects the report is less encouraging than similar ones that have preceded it. There has been a further falling off in the number of pupils. In the high schools this was 8.8 per cent in two years. But part of the loss both there and in the lower schools is traceable to the meager birthrate of the depression period. This will be made up as a result of the present trend toward repopulating the country with war babies. Some decline in high school registrations on account of war jobs was inevitable. The official estimate of these is 350,000. More alarming is the danger that many of these young people will never return to complete their schooling. Another bad feature is the fact that the average daily attendance in all public schools is but 84.0 percent of the enrolment. Here again, pupils who left during the school year to take employment aided the poor

showing. But there has been an extra amount of truancy. Parents away at work—children shifting for themselves—these conditions are a challenge to the schools and their attendance officers.

One salutary fact is to be noted in the slight lessening of teacher load. The average number of pupils to a teacher is put at 24.2, rather than 25.2 as it was three years earlier.

Teachers' salaries went up, on the average, 11 percent over the same period. But the salaries of industrial workers went up 74 percent meanwhile. This differential is much greater than it ought to be.

If we track down some of the items by states, we see plenty of evidence that children in different parts of the country are served unequally. Thus the average number of school days ranges from 186 in Illinois to the low of 148 in Mississippi. Similarly there is a spread of many dollars between the average amount spent per pupil in New York and Mississippi. The first spends $178 and the other only $34.

As we said above, it is all rather bewildering. In some ways it is hopeful, though in other ways it leaves room for improvement. What can you and I do to make the next report a little or a great deal better?

Culture's Custodians

More women than men visit art museums. More women than men attend lectures, see plays, go to church, and—at present—pursue cultural courses in our secondary schools and colleges.

More women than men are intimately and deeply concerned with the education of children. This is evident in the preponderance of women teachers and in the fact that "parent" is almost completely feminine in the contacts between school and home.

The fine and liberal arts, the fine art of living, and the cultural tradition are in no great danger of dying out, so long as there are women.

Planning the Bunk

Pardon us while we smile. We have just been looking over a pamphlet entitled "Planning Post-War Education." It was published in 1944 by the Philadelphia Public Schools and was authored by a committee of principals and other staff members, a committee especially appointed for the purpose of mapping Philadelphia's educational procedures following the war. The impression conveyed by this document is, first, that the Philadelphia schools—if anything ever came of this—would be biting off much more than they could chew; secondly, that they would meddle in a host of things that are not their business; thirdly, that the extra-curricular burdens of teachers would be outrageously increased if they even attempted to do what their committee promises; fourthly, that there is not one solitary suggestion of the fact that it will still be desirable to teach children a certain amount of knowledge even after this world upheaval has turned everything topsy turvy—including the heads of educational dreamers.

Truly, now, must the children be enlisted to increase the demand for consumable goods? Must teachers engage in settling the problems of global reconstruction in their spare time? Must the community be asked to advise upon remodelling and streamlining the school program? And will there be no continuing need for improvements in teaching the same sort of children that are in school today? . . . no need for plain horse sense in school administration so as to enable teachers to do their best work for the boys and girls under a minimum of throttling and clerical clutter?

Words, words and more words; proposals that sound big and don't mean a thing; an enterprise so huge and ramified as to sink easily into the water of forgotten nothingness.

Superintendent Stoddard's foreword gives it only cautious approval at most. But even that, as well as the cost of printing, might have been saved without serious loss to society, in Philadelphia or anywhere else.

Small World

Most of us can remember when every time-saving improvement in transportation or communication was hailed as drawing the world into closer relationships and understanding. An event like the airplane flight of the other day from Seattle to Washington, D. C., in just over six hours, would once have been used as a text for eulogizing man's success in annihilating space and gathering the ends of the earth into one small community. It was a beautiful dream, that way of looking at things.

What was it that G. B. Shaw, more discerning than the rest of us and—for once—not oversmarting the truth, remarked about not wanting to know his neighbors better; all he wanted was that they not throw dead cats into his back yard?

We have seen too many "dead cats" landing where they didn't belong, these past few percussive years, to be greatly impressed any longer with the speeds that produce nearness.

If nearness is an advantage, then riding in a crowded street car is a fulfillment of the heart's desire; and elbows in one's ribs are a sign of brotherhood. But—O brother!

WINSHIP CENTENARY SECTION

They Remember Winship

EDITOR'S FOREWORD

To those who knew A. E. Winship it will not seem strange that a portion of this issue is given over to recollections of him by a number of his friends. Indeed, the JOURNAL which he edited for forty-six years, until his death in 1933, could hardly be excused if it were to neglect the centenary of his birth.

Meanwhile, however, a generation has grown up that knew not Winship. If only on their account, the reasons for looking back over the career and character of this man may well be stated here.

Briefly, then, Albert Edward Winship—born at Cochesset in the town of West Bridgewater, Massachusetts, on the 25th of February, 1845—became not only the editor of this already established professional organ, but the most widely known, most widely traveled educational scout and lecturer in the United States. He earned the title "Circuit rider of American education." But he was more than that. He was not "here today and gone tomorrow"; his contacts were abiding. His friendships lasted through the years. He gave advice when asked, and followed it with helpful action of whatever sort was needed. He was personally acquainted with more educators and teachers in more parts of the United States than any other man. He discovered and publicized educational achievements. He aided countless individuals in finding themselves, their niche in life.

He believed strongly in the need for teachers' organizations and he did even more for the upbuilding and strengthening of the National Education Association by his work behind the scenes than by his utterances on its programs.

He had studied to be a teacher and he had taught successfully. He had turned to the ministry and had been the pastor of an important city church. He had tried his hand at newspaper work as editor of a Boston daily. Thus went the first forty years of experiment and preparation. Then, in 1886, as editor of the JOURNAL OF EDUCATION and as an effective spokesman for the cause of education, he found the field that gave him happiness.

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I first came to know Dr. Winship during my student days at the old Nebraska Normal School at Peru, when he came to deliver occasional addresses. A friendship developed which continued throughout his life. He was a continuing inspiration to me. His advice was always kindly, frank, and wise; his observations on people and events most illuminating. He invited me to write from time to time for his JOURNAL OF EDUCATION and I suspect he had something to do with my coming to Washington in 1920 to establish the *Journal of the National Education Association*. He was especially helpful during the early days when the going was hard and frequently stopped to visit when passing through Washington. He belongs on the honor roll as one of America's great teachers.

JOY ELMER MORGAN.
Washington, D. C.

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From 1915 on to the close of his life, I knew Dr. A. E. Winship. I was a young teacher, seeking to find those meanings in education which have caused teachers to be given such an important place in all history. I found them in this gentle, persuasive, cordial, kindly, firm, gracious, sincere, and loyal friend. He was never too busy to extend a word of suggestion to some one to whom he might be helpful. His writings became directions for me. His easy flow of clear expression, spoken and written, his generosity in answering letters, in giving help, and in offering ideas set examples which all of those of our calling may well emulate.

VIERLING KERSEY.
Los Angeles, California.

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Dr. Winship was one of the first to give me encouragement and one of the first to interest me in organized education. He gave me many a lift. Hundreds of others are under similar obligation to him. Let us hope that those he did so much for will carry forward the torch he carried for half a century.

It is said that he did not leave wealth. By that is meant that he did not leave dollars. He left,

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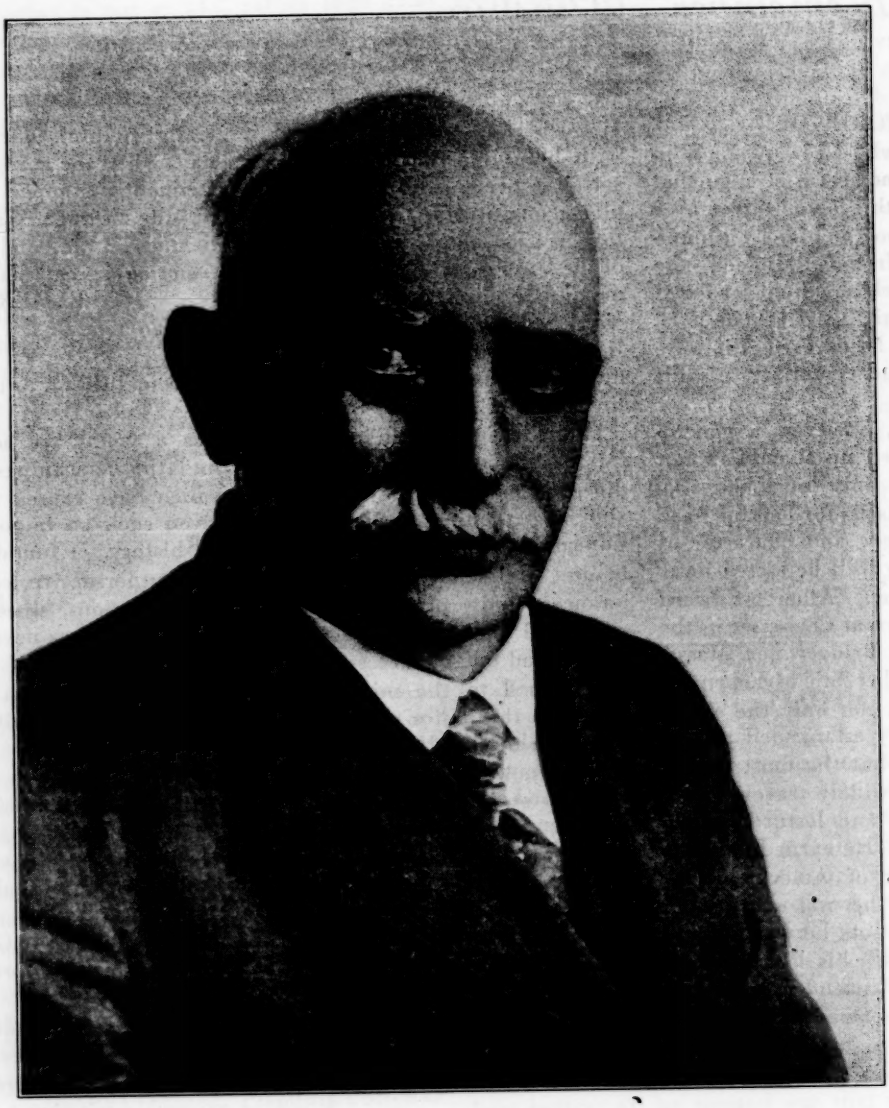

Albert E Winship

however, a wealth in affection, in service and in achievements which cannot be measured in gold or silver. Few men have done so much to carry forward the principles and causes that promote education and that maintain civilization.

J. W. CRABTREE.
Washington, D. C.

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What with all his cross-country traveling, Winship was one of the Pullman Company's best customers. He could sleep on a train as soundly as in his own bed at home. One morning after an especially rough trip over the rails, Winship went into the washroom to find a cluster of men complaining over their loss of sleep. When Winship assured them that he had slept like a top all night, one of the men retorted, "You're a damn liar." It was fighting talk, but Winship only chuckled. He had had his night's rest and his disposition was in excellent order.

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A. E. Winship made educational meetings come alive with his inspirational messages, his practical ideas, and real humor. His thoughts were in the clouds, but his feet were on the ground. He never went off and left us bewildered. He advocated child growth and development. He gave importance to teaching. These principles should never grow tarnished; they should always be kept bright through constant usage. They are his contribution to the history of education in this country.

AGNES SAMUELSON.
Des Moines, Iowa.

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I remember Dr. Winship best as I saw him at the Winter Conventions of the Department of Superintendence—now the American Association of School Administrators. He would wend his way through the milling crowd, ever agile of body and alert of mind, his face aglow with his infectious smile as he nodded here and grasped a hand there. The circle of his acquaintances and friendships cannot be measured—it encompassed all the educational headliners and extended far into the ranks of the young people, many of whom he saw elevated to high and responsible positions.

One could not long remain on a basis of mere acquaintance with Dr. Winship, whose whole-hearted geniality and sympathetic understanding, whose integrity and strict adherence to his ideals won for him an esteem and affection that was well-nigh universal. But no Utopian idealist was he. Although aware of the shortcomings of today, he had an abiding faith in the fulfillments of tomorrow for which he never ceased to work in his personal contacts and especially in the columns of his widely read and highly respected JOURNAL of EDUCATION. It is no exaggeration to say that the educational world has been blessed and enriched by the words and deeds of this much-beloved man.

O. S. REIMOLD.
Yonkers-on-Hudson, N. Y.

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One picture of Dr. Winship, now cherished, has its setting in Laurens County, South Carolina, when I was a county superintendent of schools. Dr. Winship had come to speak at the dedication of two new high school buildings, and during his visit the teachers gave a banquet in his honor. I do not think I have ever known him to be in better form. He was speaking of progress in rural education with his usual enthusiasm for progress and people, his faith in both and his complete confidence in the future. In the middle of a sentence he paused dramatically for a long moment and stood looking long and steadfastly at us all. With his head thrust characteristically a little forward, his toes turned in, his eyes twinkling, he spoke his mind to us. "I tell you," he said confidentially, "if I don't live long enough to see high school education made available to all rural children I'm going to kick throughout eternity."

KATE V. WOFFORD.
Buffalo, New York.

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Albert Winship! The very name carried inspiration to thousands who knew him personally and to thousands of others who caught his kindly spirit through the friendly pages of the JOURNAL. With what pleasure do I recall his frequent visits to our NEA headquarters in Washington and the valuable reports on educational matters, gleaned from his travels over the country, which he always brought to us. It was my privilege to be in charge of arrangements for the anniversary luncheon which the National Education Association gave in honor of Dr. Winship on his 79th birthday during the meeting of the Department of Superintendence in Chicago in February, 1924, and how I enjoyed seeing this recognition given to one who had contributed so much to the cause of American education.

AGNES WINN.
Washington, D. C.

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Reporters used to seek out interviews with Winship and he would answer most of their questions in a way to make good copy. But when they probed the secret of his rugged health for a man of his years by inquiring what comprised his diet, he allways side-stepped the question. He would confess privately that his favorite dish was cucumbers; that he always had cucumbers when he could get them; but that he didn't want to be the cause of other people's premature death from following his example.

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My personal recollections of Dr. Winship date from the annual meeting of the N.E.A. in Des Moines, Iowa, in 1920. I had

known of him by reputation previously but this was my first opportunity to meet him and to feel the warmth of human kindness which his personality radiated.

Naturally, as a young superintendent of schools, I was a bit reverential in the presence of this veteran of the cause of American education; the man who as Editor of the JOURNAL OF EDUCATION since 1886 had probably exercised a greater influence upon educational ideals than any other man since Henry Barnard; the man who spanned in his lifetime the epochal expansion of public education in the United States.

Yet Dr. Winship at once made me at ease in his presence; admitted me to the fellowship of his great heart; won me, as he won thousands of other men in his lifetime, by the radiant spirit of his humanity and goodness.

And so I never think of Dr. Winship that I am not reminded of John Wesley's exhortation: "Do all the good you can, in all the ways you can, to all the souls you can, at all the times you can, with all the zeal you can, as long as ever you can."

JOHN W. STUDEBAKER.
Washington, D. C.

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As a speaker, Dr. Winship prided himself on the ability to make himself heard in the farthest corners of any auditorium. When amplifiers began to appear on platforms, he brushed them aside or turned them off. They offended him.

There is a story to the effect that the late C. W. Bardeen of Syracuse once stood up to introduce his friend and fellow editor, Winship, to an audience in up-state New York. Bardeen said he had been sorry he was unable to attend a recent meeting in Rochester at which Winship spoke. "But it really didn't matter, as we could hear him perfectly well over in Syracuse."

Two things stand out in my memory of A. E. Winship:

His vast capacity for friendship.

His steadfast faith in the future.

Educational leadership was his which could have been viewed by him in his later years with comfortable and pardonable pride, but he refused completely and utterly to live in the past. One day he told me of having been approached by a Board of Education for permission to name a school in his honor. "I told them 'No'," he said, "and I continued to tell them 'No'." They were loath to give up, painted a glowing picture of future generations attending the A. E. Winship School, and they pressed for the reasons for his refusal. "Just one reason," he said. "I don't want somebody coming along a hundred years from now, taking a look at that name over the doorway and asking, 'Well, who in the blankety-blank blue blazes *was* this man Winship anyhow?' "

A. E. Winship needs no school buildings named in his honor and no monuments of shining marble. He has built his own memorial in the schools of America and in the lives of succeeding generations of American boys and girls to whose teachers from coast to coast he was an ever-welcome professional evangelist.

WORTH McCLURE.
University City, Missouri.

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Just before his death I called at Dr. Winship's home. I knew that he was not very well and might have expected to find him weak and despondent. On the contrary, it seemed to me that I had never seen him in so happy, indeed in so expansive, a mood. He had only lately returned from the South where he had concluded what was to be the last of his speaking engagements. He was enthusiastic about what he had witnessed, and as always, with prophetic vision, he drew a bright picture of the future of education not only in the South but throughout the country. His optimism was positive and vibrant. If I went to see him with the idea that I might speak words of cheer to him in his illness I came away realizing that it was I, and not he, who had his faith strengthened and his hope rekindled.

It is among my most precious privileges that I could count this man as my friend.

PAYSON SMITH.
Orono, Maine.

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These three incidents left a deep impress upon my memory.

About twenty years ago, when I was Superintendent of Schools in Putnam, Connecticut, I invited Doctor Winship to deliver an address before the teachers in that area. It was just before he was scheduled to speak at the N.E.A. meeting on William T. Harris. Doctor Winship asked me about Goethe's famous lines which are inscribed on the stone that marks Harris' grave in Putnam Heights Cemetery. It was a bitter cold day in mid-winter; yet Doctor Winship got me to take him in an open car, four miles to the cemetery. He got out of the car and walked through the snow above his knees to copy down for himself the lines which had been inscribed in memory of one of America's greatest educational philosophers.

Yes! Doctor Winship could be painstaking in research.

I heard him in Boston in 1928 when the Department of Superintendence conferred upon him an honorary life membership after he had attended fifty-eight meetings. The audience rose and applauded. Doctor Winship made the following speech:

"The most popular man in the

world today is popular for what he does not say. Thank you."

Yes! He could be brief.

It was not many months before he died when I visited him in his Cambridge home. He was lying down when I was announced. I had been recommended for a position and wanted Doctor Winship to put in a good word for me! He got up from bed, wrote a wonderful letter, then retired once more. It was the last I was to see of him but the memory of his great personality, his willingness to help a friend, will stay with me always.

Yes! It is easy to see why Doctor Winship probably had the widest circle of friends of any educator in the generation just past.

RALPH C. JENKINS.
Danbury, Connecticut.

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It was Christmas week in 1925—an extra busy day—but I had to rush into the JOURNAL office for a minute. Dr. Winship was not back from the West, but there was his desk, a huge, flat-topped desk, heaped high, high as it could hold with thousands of cards, letters, and messages from all over the country. From the Atlantic to the Pacific, from Canada to Mexico, friends everywhere wanted him to know how much they loved and admired him, how much they owed him.

At an N.E.A. meeting, he had always just found someone he wanted me to meet, someone who was "going far" and that somebody always went farther with his help. . . .

"Now listen, I knew your grandfather." (We came from adjoining towns and I knew carefully thought out advice was coming.) He inspired people with his drive for education and his faith in their personal success. He cared! Every Christmas, in memory, in the thoughts of his friends, that desk is still heaped high from people he helped and who still care.

MARY ELIZABETH O'CONNOR.
Boston, Massachusetts.

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A reconsideration of Winship's life and work and a renewal of acquaintance with his philosophy and ideals will result in untold good.

Most of our great leaders have moved in definite spheres and devoted themselves primarily to some special cause or institution. Dr. Winship in his interests, contacts, and activities was cosmopolitan. He was familiar with all aspects of education and discussed them brilliantly on the platform and in his JOURNAL. Not only that, but his energy and resourcefulness took him into other fields seemingly remote; he was a charter member of the Boston Chamber of Commerce; one of his books, "Jukes-Edwards," was on heredity; he was once a delegate to a Republican National Convention!

It was Dr. Winship's part to discover, proclaim, and encourage merit. He was sometimes a little fulsome in his praise but so many err in the other direction that it was refreshing to come into contact with a man who saw, thought about, and talked about the good.

The number of those who were heartened to some special effort by Dr. Winship must have been legion. It was he who gave encouragement to my early attempts at writing.

His comments on books were original, fascinating, and illuminative. Through him I first learned of the "Evolution of Dodd," a book which every educator should read and reread until he becomes saturated with its contents. In his book reviews, as in everything, he kept out of the beaten track and thus discovered new country.

Long live the magnificent influence of Dr. Winship! Long live the JOURNAL OF EDUCATION, which in these times of great difficulty is doing nobly the work of preserving and enhancing the Winship spirit, and ideals!

EVERETT V. PERKINS.
Randolph Center, Vermont.

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I well remember that it was a stirring address by Dr. Winship, made at the State Normal School—now a College—at Oneonta, N. Y., that switched me from the notion of becoming a lawyer to entering the teaching profession.

A man of profound and earnest convictions, his words—spoken or written—always struck home to both mind and heart. No American educator ever packed more pertinent thought in fewer words than Dr. Winship. I wish his "Winshipisms" might be collected in a little volume on the occasion of his Centenary. I can think of no more helpful, guiding and inspiring lines to place in the hands of young teachers.

I was privileged to meet Dr. Winship personally but three times. I had four handshakes with Theodore Roosevelt, and no two men ever impressed me more profoundly.

GEORGE W. LYON.
Pittsburgh, Pennsylvania.

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HE WAS MY FRIEND

FLORENCE HALE

I SUPPOSE that no man or woman in American education, during the past hundred years, did as much for so many school people as did Dr. Albert E. Winship. Like Johnny Appleseed of old, he went over the country scattering seeds —of ambition, courage and self-confidence. Many an educator of distinction owes his early success, in some measure at least, to the publicity which Dr. Winship gave him and his work.

The late Dr. Ernest Butterfield, former Commissioner of Education in both New Hampshire and Connecticut, once told me that the first time he ever saw his name in print as an educator was in the JOURNAL OF EDUCATION. As a young teacher, on his way to the schoolhouse, he opened the Journal which had just come in the mail. To his astonishment, there was his little article and his name in bold black letters—Ernest Butterfield. He could hardly believe his eyes. He hadn't expected Dr. Winship would do more than perhaps give him some criticism and suggestions about his little article, and here it was for all the world to see. He stopped in front of the schoolhouse and read it over two or three times and, during the afternoon, frequently went back to his desk and looked at it again. To the day of his death, he kept that first published article. Many an educator could tell much the same story.

In my own case, I first met Dr. Winship when I was a young girl in a Massachusetts high school but he never forgot me during the following years. He constantly urged me on. He praised, admonished, and gave publicity to little things I did. It was in no small measure that I owed my election to the presidency of the National Education Association to his friendly interest and the good sound advice he gave me.

Just two weeks before Dr. Winship's death, I came over from New York at his request to spend the day with him at his home near Boston. His living room was an unusually cheery place with many windows through which the sunshine poured in all day long from every side. I can see him now in his big, easy chair with the sunlight making a halo over his silver hair. He said, "Listen now, because we haven't much time and I have lots to tell you that I want you to remember." He went back and gave me the history of education and of the National Education Association during his time. He mentioned the names of courageous leaders who had fought to maintain the Association and to bring about conditions that should give teachers a better chance of professional recognition. He outlined for me what he felt those of my group should do in the future to prove ourselves worthy of such a past. He said, "Remember, these honors that come to you bring obligation with them—an obligation, as long as you live, to do everything you can for other teachers just as we of the older days have tried to do it for you." He was full of optimism about the future. "Oh," said he, "I wish I could be living during the next fifty years. They will be the most thrilling and important in the history of the world and in education, too."

At four o'clock, when I noticed he was beginning to tire, against his protestations, I rose to go. We knew that it would be our last talk together but there was nothing of sadness in it. I started to say goodbye, expressing my appreciation for the wonderful day I had had, but he cut me short, evidently fearing I would say something in the nature of farewell. "Yes, yes," he said, "You go now but I'll be seeing you." When I got to the door, I looked back to see him sitting there in the sunshine. He waved his hand and called vigorously to me, "No, no, don't look back. *Never* look back, always forward!" Two weeks from that day, I received a telegram from Payson Smith telling me that Dr. Winship had gone—nearly ninety years of inspiration and courage come to a peaceful end. We could not grieve because he would not have had it so.

"No, no, never look back, always look forward"—which, indeed, was the motto of his life.

FLORENCE HALE.

Darien, Connecticut.

THE WORLD'S LARGEST CLASSROOM

MILDRED GAME

RADIO'S biggest single venture into education, the American School of the Air, is just beginning its sixteenth year on the airwaves. Started experimentally by the Columbia Broadcasting System in February of 1930, the Radio school hour has built up its audience from a few thousand classroom pioneers to millions of regular listeners.

Back in the early days, there were those who suspected radio executives of plans to supplant the teacher, to seat children in passive rows, turn the dial, and attend to their instruction by remote control. Gradually the news got around that teachers themselves were behind the plans, which had to do with providing other teachers with another useful tool to stimulate the minds and imagination of students. Slowly the School of the Air became accepted as a service to the youth of America, five half-hours a week that were not for sale to any commercial sponsor, five half-hours a week in which radio would offer its best in music, its best in drama based on history and literature, its best interpretations of today's world. And fifteen years of consecutive broadcasts have more or less convinced sceptics that the network is content to count its gains in public good will.

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Naturally that public good will depends upon the value of what is offered in the way of programs. Nothing that is done by the School of the Air is prepared without careful consultation with committees of educators and other professional groups. A National Board of Consultants, headed since 1930 by Dr. William C. Bagley, makes the over-all plans for each year's series, in cooperation with Lyman Bryson, CBS Director of Education; Leon Levine, Assistant Director of Education, and the staff. This Board advises on general policy and program content, following the trends of curricular planning in schools. For instance, several years ago the radio school was promoting understanding of the western hemisphere, providing its scripts and supplementary printed materials to Latin American radio stations in Spanish and Portuguese, and calling itself the "School of the Air of the Americas." As the world moved toward war, and an understanding of far peoples and places became imperative, programs took on global treatment, and the School resumed its former name, "American School of the Air." Since some knowledge of geography was essential, Dr. John W. Studebaker, U. S. Commissioner of Education, suggested that one of the five series be given over to world geography, with emphasis on economics; this in spite of the fact that such a program would be in advance of the general school curricula, and therefore might not be widely used. The radio school accepted its opportunity as ice-breaker, and set up the course.

The School of the Air is the official, nation-wide classroom radio institution of the National Education Association of the United States, and programs are approved for classroom use by that organization. Other cooperating organizations include Science Service, the Music Educators National Conference, the Association for Arts in Childhood, the American Library Association, and a number of City Boards of Education. And for the duration of the war, the series will continue to be an official channel of the Office of War Information to schools.

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Five program series make up the School of the Air's week, and each series may be followed throughout a thirty-week season on its scheduled day. However, each separate broadcast is complete in itself, and may be fitted into any classroom unit to which its subject matter contributes. Through the years music and literature have been scheduled regularly. Other programs have dealt with art, science, vocational guidance, civics, biography, history, current events, and geography. The 1944-45 series takes up science on Mondays, music on Tuesdays, geography on Wednesdays, literature on Thursdays, and current and postwar problems on Fridays.

Monday's *Science Frontiers* dramatizes the work of scientists in many fields, such as psychology, agriculture, nutrition, biochemistry, aeronautics. Looking toward the world after the war, the series stresses the constructive functions of science and the vocational possibilities in 30 different fields. It is hoped that listeners will gain not only guidance in vocations, but also some understanding of new frontiers of science opening up for the advancement of human welfare.

Tuesday's *Gateways to Music* presents Bernard Herrmann conducting the Columbia Symphony Orchestra, with distinguished guest performers. Programs are designed to offer a good foundation in music appreciation for the beginner, and yet appeal to the ex-

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perienced music lover. They include music by the great composers with dramatized incidents from their lives, music that speaks for foreign lands and peoples, and seasonal music.

New Horizons, geography series on Wednesdays, with the noted explorer and author, Dr. Roy Chapman Andrews, as guide, offers programs set in war zones, regions now of personal interest to countless listeners. Other broadcasts feature cities and areas important to an understanding of history-in-the-making.

Tales from Far and Near, on Thursdays, provide the enjoyment and enlightenment that can come from good drama. The programs are planned to familiarize the School of the Air's youngest listeners with the best modern and classical stories. Selections were made with great care to include a wide variety of stories and a number of foreign countries. Programs scheduled for school holidays are slanted toward an adult audience which has adopted the series.

Friday's *This Living World* deals with current events, current and postwar problems facing this nation. The first twenty minutes of the half-hour period are spent in clarifying a question, and the last ten minutes are given over to an informal discussion by a group of high school students. The network presents students from New York City and vicinity, and fifty local stations cut off from the network to present their own boys and girls. And after the broadcast is over, thousands of classrooms across the country continue to examine the topic, and bring out their own pros and cons.

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One of the first questions asked by educators who are unfamiliar with the series and investigating it for their own use has to do with age level. Those who plan their own work for a very definite age group question the possibility of presenting material simply enough for elementary school children and yet in such a way as to hold the interest of high school students and older listeners. For answer, the staff of the School of the Air points to its letter-writing audience. Evidently third graders listen to the music broadcasts, and so do music critics; a two-room school house uses them for assembly programs, and CBS sends them via shortwave to Northern Europe, while the OWI sends them to Australia. Most School of the Air series are planned for use by upper elementary and junior high school audiences, yet mail comes in from old folks' homes, service hospitals, penitentiaries, college departments, home listeners. Careful experimentation has shown that in order to make the broadcasts acceptable for their youngest listeners, certain tricks of radio production such as cross fades, complicated sound effects, heavy foreign accents, must be cut to a minimum; yet the adult audience has not complained of their absence. If the subject is presented clearly in interesting dramatic form, if it informs as it entertains, the age level seems to take care of itself. And so the answer to teachers who express concern because no series is designed exclusively for one grade is—try it, check the response, and be guided thereby.

The primary aim of the American School of the Air has remained constant through fifteen years—to provide in-school broadcasts. At present more than 100 CBS stations carry the broadcasts into some 175,000 classrooms, and the Canadian Broadcasting Corporation takes three of the five series into schools across Canada. A Teacher's Manual which gives a brief outline of each scheduled broadcast, with helpful supplementary material such as related activities, bibliographies and background information, is supplied free of charge to any teacher who requests it of the nearest CBS station. CBS publishes a special Canadian edition which may be procured from the Canadian Broadcasting Corporation's Supervisor of Education in Toronto. So classroom service continues to be the main objective. But following an increasingly apparent trend toward popular education, the School of the Air has gathered to itself a large and loyal audience of several million adult listeners. Formerly it was the custom to suspend broadcasts during school holidays, for the two weeks at Christmas, for Thanksgiving, Easter, and national holidays. Protests from the home audience have worked a change, and for 1944-45 the 150 broadcasts carry on without interruption from October 9 through April 27.

In addition to the American and Canadian audiences, the Office of the Coordinator of Inter-American Affairs brings in another by sending all five programs to Latin America. And this year has seen another vast audience added. Through the cooperation of the War Department, many programs in the *Science Frontiers* and *New Horizons* series are heard by servicemen and women stationed overseas throughout the world. The programs are recorded and flown to approximately 400 Armed Forces Radio Service broadcasting stations and sound systems operated for the education, information, and entertainment of the armed forces. Programs are heard on battle fronts, on troop transports, hospital ships, submarines, and in hospitals. They are used as part of the Surgeon General's reconditioning program for wounded and ill men in nearly 400 general and station hospitals in this country.

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It will be seen that during the current season the School of the Air is facing its greatest oppor-

tunity, and its most difficult task. Without the help of educators and other public spirited citizens, it would be impossible. Take the matter of research. Obviously a broadcast of today must be more up-to-date than a textbook which was published some months or years ago. When *New Horizons* undertook to present Iceland, first recourse was to Dr. Margaret Schlaucht of New York University, authority on Norse literature. At her suggestion the research assistant went to the American Scandinavian Institute, read a number of translations, and decided to draw from the classic histories a cavalcade of the country's struggle toward economic and political freedom. The script was written, then reviewed by Helgi P. Briem, Consul General of Iceland, who corrected several misinterpretations which had crept in. For example, a Viking named Floki, unsuccessful colonist from Norway, was described as standing upon the bleak Icelandic shore with a group of surviving retainers, bemoaning his starved cattle. Dr. Briem pointed out that as Floki had come over in ships comparable in size to modern lifeboats, it was difficult to believe that he had brought many cattle with him to lose.

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In spite of careful checking, small boys in the audience must be constantly on the job keeping programs free of anachronisms. Recently *Tales from Far and Near* dramatized the story of the first balloon, and received a prompt reprimand.

Dear Sir:—When you told the story of the first hot air balloon you made a mistake. You had the sound of striking a match, and the date was 1783. According to my miniature set of the Book of Knowledge, this type of match was not invented until later than 1805. Please explain this.

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Fortunately a check of the script revealed that the sound used had represented a struck flint, not a struck match, and the listener was reassured. And the CBS Education staff which answered his letter was reassured—even the sound effects man—because it is good to know that listeners take a personal interest and a personal responsibility in keeping the School of the Air steadily on the beam.

HOW TO DO A POOR JOB OF TEACHING

LEWIS H. CHRISMAN
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IT GOES without saying that an article about teaching should not be absolutely remote from the trend of the times. This is one of my excuses for the discussing of this particular topic. People like to be told how to do things. Books of ordinary merit have become best-sellers because they have dealt with a subject of this type. Scores of articles have appeared informing their readers as to the best way of doing this or that. Therefore, it stands to reason that one who has taught for more than thirty years might be justified in passing along a few of his findings as to ways and means of making teaching ineffective.

One treating such a theme can be sure that at the very outset some of his more or less "gentle readers" will be curious as to whether he is writing from experience. Although this question may answer itself in the following paragraphs, I am entirely willing to clarify matters by replying: "In part, and only in part." It will be immediately noticed that some of these suggestions with regard to the bungling of the teaching process are so simple that any of us pedagogues can apply them with a minimum of difficulty.

First, nothing is easier for a teacher to do than to delay a few minutes in getting a class period started, and this is one of the surest ways of cutting down its effectiveness. Years ago in one of the great universities of the Middle West there was a professor who was noted for never getting to his classroom on time, although to be honest I must confess that one morning he surprised us by arriving five minutes before the bell rang. This was so unusual an event that it has stood out in my memory thirty-one years.

For a teacher to be a few minutes late may look to be a minor matter, but its implications are by no means few or unimportant. Although the fact that some time is lost is obvious, this in itself is not the most serious aspect of the situation, since most instructors could improve their work by saying more in fewer words. Tardiness or any other type of carelessness on the part of a teacher tends to break down morale by impressing the student that the whole affair is a matter of minor consequence. Careless teaching is not productive of thorough scholarship.

This, though, is not all. The habitually late university professor whom I have in mind would

come storming into the classroom in a state of high nervousness. Apparently his tardiness worried him to such an extent that as he began the class both confusion and irritation would be much in evidence. Fine scholar though he was, half of the period would be over before he got his stride. By the end of the hour he was, as a rule, both amiable and inspiring, but at its beginning many a well-meaning student felt the sting of a tongue with a tang to it.

A late start is mainly a bad beginning. A class period should not begin gradually, but with the strongest possible impetus. Five minutes of confusion at the outset means more than a little loss of time. Its negative influence upon the atmosphere can hardly be exaggerated. The teacher who is fearful of becoming faultily faultless in his classroom procedure can obviate this danger by allowing his students to have a little time for social enjoyment before he spoils their pleasure.

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Secondly, another certain means of insuring poor teaching is to see to it that one does not spend too much time upon his immediate subject matter or upon planning his method of approach. Life is busy. Both campuses and communities make many demands upon a teacher. He must not waste too many of his precious hours "with blinded eyesight poring over miserable books." Often he is dealing with material which he has been over again and again. Then he may be prone to repeat glibly the poisonous phrases, "I have taught that subject so often that I don't have to spend much time on it." Threshing old straw in the classroom is a pitiable substitute for real teaching.

But here again we must go farther than the obvious. Although loosely prepared subject matter results in intellectual slovenliness on the part of both teacher and student, this is but a minor consequence of inadequate preparation. A teacher who is not completely at home in the intellectual field in which he is working is certain to be cramped and handicapped. Under these circumstances there is a lack of spontaneity and enthusiasm. What should be a pleasure becomes a task. The instructor works under a strain which tires him and makes him less vigorous and inspiring. Probably this is the chief reason why the lack of a mastery of subject matter is a pedagogical impediment, but a defective preparation has even wider ramifications.

In this instance I can use myself as a horrible example. We were studying the literature of the early part of the eighteenth century and in this class period were laying special emphasis upon the social backgrounds which reflect themselves in the writings of Addison, Steele, Swift, and Pope. I went to class thinking that I was rather well-equipped to deal with the material. Before the hour came to an end I had reason to change my mind. I am not yet sure what the trouble was. Possibly I fell into the pit of having been "over that topic so often." Or it may have been that my mind had not been especially alert when I had massed data for this class. While discussing the coffee-house as a social institution I remembered that on other occasions I had secured interest by reading several charming paragraphs by Dr. C. T. Winchester. Since this time I had not thought of them before, the book containing them did not lie open upon my desk. The class did not need to know of my blunder. Teachers can often conceal their inadequacies. Nevertheless I was impeded, embarrassed, and annoyed. My next point was handled awkwardly. Whether I got my bearings before the end of the period, I do not remember, but I must confess that there have been times when an apparently inconsequential failure of this type has interfered with my classroom effectiveness. And while I am in a confessional mood I may as well admit that there have been occasions in my professional career when more serious deficiencies have caused more serious handicaps.

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Thirdly, still another highly successful method of getting nowhere pedagogically is super-cautious teaching. A brilliant student once said to me that it was his impression that every college professor had a few pet ideas that he was trying to cram down the throats of his students. Whatever grounds there may be for such an accusation, some of us, on the other hand, are so fearful of committing the sin of indoctrination that we avoid it by teaching little or nothing. Theodore Roosevelt once described an excessively cautious attitude toward life as "pussy-footing." We are told of a young preacher who said to his congregation: "If you do not repent as it were, and be saved in a measure you will be damned to some extent." It is to be feared that such inordinate wariness has now and then found its way into the classroom.

Several years ago I visited a class in sociology in a large high school. The textbook was excellent, and there is no doubt that there were some alert youthful minds in the room. Moreover, the teacher was a young man of excellent training and fine personality. The setting made me reasonably sure that I was going to see the teaching process at its best. But before ten minutes had passed there was unmistakable evidence that nothing was happening, or going to happen. The teacher seemed afraid of ideas. If one stuck up its head, the subject was speedily changed. When a boy in the back row ventured to ask a question which had some dynamite in it, it was hurled back at him accompanied by a piece of

that heavy-handed sarcasm which sometimes passes for humor in a classroom. In a half hour the atmosphere was soporific.

At the end of the period I heard a significant remark. The instructor complained to me of the difficulty in teaching sociology. The community was conservative, and it was easy to arouse unfavorable criticism. The man who had held the position the preceding year was continually in hot water, but thus far he had managed to keep peace with everybody, he said. It was highly apparent that he was vitiating his usefulness as a widener of horizons and a stimulator of ideas by becoming a past master of the art of pussy-footing. Of course, there are two sides to this question. There have been teachers who have aroused antagonism by rushing in where angels fear to tread and darkening counsel by words without knowledge. This, though, is not the recipe for poor teaching which we are discussing at this time. The instructor who keeps his ear continually to the ground and feels that it is his primary task to adapt his teaching to the opinions of every Tom, Dick, or Harry is simply not doing the work for which he is paid. Appeasive teaching is not real teaching.

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Fourthly, there is no more certain way of making a complete failure as a teacher than by ignoring what is going on in the minds of those whom we are supposed to teach. A person without imagination cannot communicate truths or stimulate thinking. The use of the imagination is the means by which the instructor projects himself into the experience of others. In speaking of his effort to understand those whom he was to lead spiritually the prophet Ezekiel said, "I sat where they sat."

This is exactly what the real teacher does. Teaching must tie up with "life situations." It means the connecting of experience with experience. No teacher can do this unless he has the faculty of sensing what is going on in the student mind, or as General "Chinese" Gordon expressed it "creeping under the other man's skin." While Walt Whitman was a volunteer nurse in Washington hospitals during the Civil War he once rather bombastically asserted, "I become the wounded man." The principle of putting oneself in the place of others is applicable to many phases of life. Nowhere is it of greater moment than in the classroom.

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Teaching is not an easy job. Some years ago I heard a man say that he could teach five classes in succession without becoming the least bit fatigued. In this case investigation proved that all others involved in the situation found it tiring to the highest degree. We can, however, take for granted the general principle that the path of even the most successful teacher is strewn with failures. But these are by no means to be nonchalantly looked upon as a matter of course. Effective teaching is a continuous process of eliminating faults and growing in strength.

A BACKWARD LEER AT LATIN

JAMES A. DUNN

I WAS too lazy to learn Latin, and too stupid to master Greek. Even though this stark confession may serve to ward off some of the shafts of those who will disagree with my skeptical inquiry, it is not made as a mere rhetorical device; alas, it is a simple statement of unhappy fact.

Well I remember the enthusiasm with which I began the study of Latin, the first year of high school, twenty-three years ago. So easy was it to rattle off the declension of *mensa* that it seemed to me in no time at all my boon companion of the period and I would be able to speak effortlessly in the tongue of the Caesars, and thus we could converse in dignified privacy to the confusion of any eavesdropping barbarians. This hope swiftly receded. We could, indeed, very shortly inform each other that, "The farmer has a long, white house", or "The sailor has a beautiful daughter"; but the expression of ideas more to our immediate concern so stubbornly evaded us that we tacitly abandoned our agreement to speak nothing but the purest Latin to each other.

Then, too, there was next to the school a library containing some forty or fifty thousand volumes written in English. Many hundreds of these were intensely interesting to me, and almost any one of them could seduce me from the task of learning declensions, conjugations, and rules of grammar. I borrowed them in large numbers. My nightly custom it was to betake myself to my room, glance through the Latin assignment, knock off a few algebra problems, and then, having laid out eight or ten apples with which to refresh myself as the evening wore away, relax over a novel. So be it. I was not a conscientious youth, eager to improve my mind. As long as the apples and the novels held out, I gave but fleeting thought to the morrow.

But the morrows came in regular succession, and I progressed to Caesar and Cicero. Never quite sure of the endings of any tenses beyond the future, and quite ignorant of the distinction between the gerund and the gerundive, I plodded dolefully. Not for me the

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intoxicating pleasures of those gifted scholars of whom you read who are held spellbound by the adventures of Caesar, or who well nigh swoon over the eloquence of Cicero. My struggles I accounted victorious when I could but wrest the meaning from the page. Never was I transported to the grandeur that was Rome.

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Some years later, beginning the study of Greek in college, and ruefully conscious that my slothful pace in Latin had been limited by my inadequate foundation, I resolved to labor mightily, and mightily I did toil over the Greek grammar. I continued my slave labor through Xenephon and Demosthenes and Euripides; yet I admit that the only sure judgment I ever made of Greek literature was that the short and broken lines of the plays of Euripides were easier to translate than the grim and solid pages of Demosthenes. It was said of Macaulay that he could have harangued an Athenian mob better than somebody or other could address an English one, but as for me, were I whisked back to the Greece of Pericles, I could not so much as order a jelly doughnut from an Athenian huskster.

Some there were of my companions who learned better. Whether they profited more I don't know. There is a belief sedulously advanced by the teachers of the classics that one schooled in the ancient tongues may gain release from the tedium of this materialistic existence, and refresh himself by dipping anew into the pages of the ancients. It may well be. I live an obscure life, and do not meet those enthusiastic writers who from time to time give expression to this happy thought, and during my school days I was aloof from the private lives of my masters. Perhaps when the toil of the day was over, they climbed to their garrets where they lost themselves in Homer or Tacitus. Who knows? There was a legend persistent in my Greek class that our professor passed the time on his homeward journey by reading a Greek newspaper, he being held to be proficient in modern as well as classic Greek. Nobody ever saw him doing it, but everybody knew someone who had. Of the not inconsiderable number I know who spent some years studying the classics I know not one who ever voluntarily read a page of Greek or Latin.

The arguments so well known and usually so persuasively put for the study of the dead languages are in theory unassailable. I am sure that a course in Greek ought to round out a student more than would a study of salesmanship or Home Problems for the Boy, but the classical student, ten years out of college, does not seem to differ sharply in his tastes and culture from the one who majored in meat cutting.

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Among the many benefits of studying Latin and Greek is supposed to be the improvement it works in one's use of the native tongue. Apart from the release from provincialism that knowledge of another language might be expected to give, I suppose that the chief benefits to English come from exercising discrimination and taste in translation. During the period of my captivity I found that the worst English of the schools was spoken in the foreign language classes. As a matter of fact, there was a jargon not only permitted but condoned that could hardly be called English. Few students or teachers ever seemed to grasp the fact that a translation consists in conveying an idea rather than in supplying an English word for each corresponding word of the text. To attempt to speak English in the Latin idiom and in the Latin order results in a gibberish compared to which Cockney is elegant. Perhaps the harrassed teachers were wearied of attempts to correct the natural tendency of students to do this, but it is a fact of my experience that most permitted it. One I remember demanded it. I, dullard though I was, had ever a respect for words, and having hewed out the meaning, attempted to render it in coherent English. One day when I was, I flattered myself, giving a lucid version of Caesar's sending legates to the embattled Helvetii or some such thing, the teacher suddenly demanded that I turn my book around. The poor woman was so used to barbarous literal translation that she could not believe that a schoolboy could give a flowing translation. When she found that I was not reading from a trot, artfully concealed in my book, she conjured me, like Queen Elizabeth rebuking the preacher, to stick to my text, and yet her suspicions had been aroused because my translation was conspicuously correct.

The language teachers condescendingly point out that one who does not read Greek cannot read Homer. Very true. Poetry cannot be entirely translated, but unless a person reads a foreign language so easily that he does not translate, but assimilates the idea directly, I doubt if he gains as much knowledge of the original as he would if he read a good translation. Moreover, though a translation is not the original, a translation is often very good in itself, and better adapted to the reader than the original could be. There are those who imply that Latin is a superior language. It does have advantages which English does not, but the vernacular has also its appeal.

Even if it is granted that drama, poetry, and eloquence are but pale reflections of themselves when translated, thought can be translated without notable loss. We profitably read many things for the content alone even though

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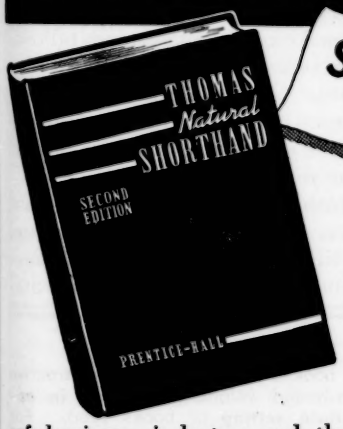

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we are deprived of the enjoyment that comes from appreciating the beauty of the forms in which they were first written. The Bible seems to have survived translation very well.

Since life is short, and toil is long, I wonder if for the majority not gifted in the study of languages a study of translations would not be more valuable than the painful tearing to pieces of a few originals. Extensive reading, the accumulation of knowledge is not necessarily education, but it might be argued without heat that the average classical student would be improved by a more extensive knowledge of the history of thought than he usually acquires.

In theory, of course, the study of the classics prepares a man to do this reading by himself in what time he can snatch from his fascinated reading of his school texts. Perhaps it prepares him to continue his education, but I believe that only rarely does it stimulate him to do so.

KNOWS WHAT?

ELIZABETH MOORE

RUTH is short, fat, pimply-faced, in the 7th grade, and failing in her work. One day just before Christmas, she sidled up to my desk and in an ingratiating way said, "Well, I might just as well tell you. Everyone else knows it."

"Knows what?" I asked out of the corner of my mouth without looking up. I went on grading papers. Why should I be bothered with this child who did nothing but occupy a seat and dream?

"W-e-l-l," she replied, "if you'll come outside the door where the kids can't hear, I'll tell yuh."

Being only human, I couldn't resist. So I thrust my papers in a drawer and traipsed outside. I looked expectantly at the bedraggled child.

"See," she said, poking her left hand under my nose, "see my diamond! I'm goin' to git married at Christmas time."

"Married!" I yelled.

"Yes," she faltered—frightened at the tone of my voice.

I grabbed her hand and squinted at the speck of a diamond in its thin mounting.

Ruth beamed.

"To whom are you going to be married?" I asked more amiably.

"To Robert—he's a soldier. He's in camp now, but he's comin' up for the Christmas holidays and then we're agoin' to git married."

"Does your mother know about this?" I asked.

"Shure! Mom, she got married when she's thirteen and she says it's all right if I want to. Daddy, he don't want me to, though. He said he wouldn't give his consent, but mamma, she phoned down to the court house and they said it was O. K. if one parent consented. So I'm goin' to."

That was a long speech for monosyllable Ruth, and I looked at her in amazement. Love does strange things, I thought. And then warming to the subject, I delved deeper. "How do you know Robert loves you?"

"Oh, I know he loves me," giggled Ruth, " 'cause last summer when he's up here he was engaged to another woman and he give her up when he seen me."

Then and there I proceeded to give Ruth a bit of advice. "Why, a child of your age doesn't know what love is. Do you know what marriage is? Do you realize the responsibilities it carries? You might even have children."

"I ain't goin' to," interrupted Ruth. "Anyway mamma had four and she's happy."

Paying no attention, I continued, "And what about an education? Everyone needs an education—more so now than ever. And after the war, it will be even more essential. You should at least finish the eighth grade."

Ruth stood there stolidly.

So far, no impression, I thought. And then a bright idea flashed into my mind. "Do you ever go to Sunday School?" I flung at her.

"Once in awhile," she muttered.

"Well, you go and talk it over with your minister and see what he thinks about a thirteen-year-old girl getting married," I said.

"He'd think jist like you and all the other old teachers. He don't know nothin' about love. And Robert loves me!" Ruth simpered.

"And this Robert," I went on, "how old is he? And when he isn't in the army what does he do for a living?"

Ruth gasped. "Why, why, why I ain't never thought about that. He's twenty-two."

The gasp encouraged me. 'Maybe she was waking up. So I let my sixth hour class wait while I went on trying to influence Ruth *not* to get married. I talked, and talked, and talked and wound up by saying, "At least think over the things I've told you. And if Robert really loves you, he'll wait until you are eighteen."

Ruth grinned at me in a condescending way, but said nothing.

The Christmas holidays came. Each day I scanned the Vital Sta-

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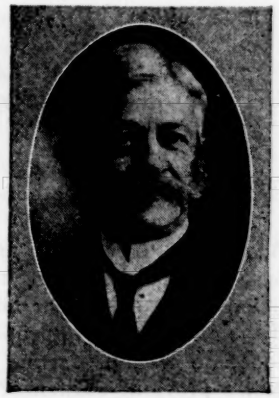

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tistics to see if a marriage license had been issued to Ruth and Robert. There was none. And I patted myself on the back for the good deed I had done.

School opened on January the second and who should be the first to greet me but Ruth, minus the engagement ring. I felt important. She smiled at me sheepishly and said, "Robert and me, we didn't git married 'cause mamma she found out he drinks. And anyway I want to pass in my arithmetic."

Now Ruth comes one day and is absent two—and so it goes. Can it be she is pining away because of her shattered romance? Can it be that mamma just can't give up the idea of that soldier's fifty dollar allotment check? Can it be that the soldier has caught on?

Well, I guess *mamma* gets the allotment check because Ruth came back today, and there, sparkling in all its puny brilliance, is the tiny chip diamond.

Chinese Guerrilla School Meets in Caves

In the guerrilla areas of North China the School for Children of Guerrilla Soldiers has grown from six stone caves and three houses early in 1942, to 48 caves and three houses now, the director of the school advises China Aid Council. This support has made it possible to increase not only the number of children cared for, but also to expand the curriculum.

The general philosophy is expressed as "educating children to carry on the war of resistance against the Japanese, inculcate love of country and its people, respect labor, train bodies to be healthy, promote cultural knowledge and prepare for day by day living."

Children are taught, in addition to the standard subjects, how to till land, grow vegetables, plant trees, and take care of the livestock needed to feed the pupil. They are trained to weave and spin, knit and sew, do shoe repairing and to make jam from their own fruit harvest. This gives them an understanding of the hard work that goes into feeding and clothing them. They show remarkable progress from term to term, maintaining high grades in their studies, performing plays and concerts for each other and the villages around the school area. After a five-year course, children are graduated and become part of adult groups in various parts of the guerrilla areas, passing on their knowledge and skills to others less fortunate.

In the three years since the founding of the school, more than a hundred pupils have been graduated. Recreation and diet deficiencies still need improvement. The classrooms are poorly ventilated and lighted. But the progress made in the face of such difficulties is an inspiration to the staff at the school. The students are well prepared, in spite of shortages, to be useful to their community, and their program of self-help is a beacon of good citizenship.

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WILL MILITARY TRAINING BE EDUCATIONAL?

WILBUR A. YAUCH
Ohio University
Athens, Ohio

IN THE November issue of *Journal of the National Education Association*, the pros and cons of post-war military conscription have been clearly presented. The articles will reveal that those who favor peacetime conscription offer three arguments for its adoption which ought to be of interest to educators:

1. Conscription will improve the health of the youth of our nation.
2. Conscription will raise the deplorable level of discipline among our youth.
3. Conscription will contribute to the democratic experiences our youth should have.

No one objects to a point of view being presented when the case rests on proven fact, but all educators ought to rise up in holy wrath when wishful thinking is used as a substitute.

If we are interested, as all intelligent people must be, in the improvement of health and discipline, and implementation of democracy, we should be concerned with the fact that these three factors are so basic to the effective living of individuals that they must permeate the entire life of all. It appears that the military forces will be expected to achieve spectacular results in one year of training by building, in many cases, on a background of non-health, poor discipline, and autocracy. Specialists in child development and psychiatry tell us that the time to make most effective progress in these matters is during infancy and early childhood. If the proponents of military conscription are sincere in their arguments that these three factors are important considerations, it is not unreasonable to suggest that the army and navy had better conduct their programs during the first five years of a child's life, rather than waiting until 17 or 18 when the harm is already done.

Educators ought to be disturbed by the use of flag-waving to influence people to accept conscription as a means of furthering our democratic principles, when the argument should rest squarely on the issue of national defense and nothing else. It is difficult to see where the cause of democracy can be served by exposing individuals to a period of intensive submission to authority. If the principles of democracy mean anything, they stand for the right of individuals to have a share in determining the forces which control their actions. Do advocates of universal conscription propose that the military forces democratize their procedures in order to attain this goal?

The question of better discipline for youth is one which has created a great deal of foggy thinking. The argument that conscription will give youth a type of experience which will result in better adult conduct, falls apart when it is pointed out that much of our existing school program has patterned its disciplinary measures in imitation of those used by military forces. It is exactly because military discipline has been such a dismal failure in schools that modern educators have fought against its continued use. How in the wide world can a person learn to stand on his own feet if his entire childhood and youth is composed of letting others make his decisions for him?

As for health, can the military forces correct in one short year the deficiencies in diet, poor housing, and the outcomes of improper and inadequate health factors in a person's previous existence? Certainly if the individual is condemned to return to such situations after his year of service, the good done in the training period is not likely to last very long.

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When the German armies were poised at the borders of France, ready to make their bid for European domination, Hitler said that the subsequent events would determine the destinies of the world for the next 1,000 years. Regardless of the military outcome, Nazism would prevail because of the wide-spread disorder and devastation wreaked by its armies. Our present thinking about conscription could easily make his prediction come true. Domination by any power over the lives of our youth violates every known principle of democracy. The practice of militarism contributes readily to the creation of a fascist state.

All of us believe in doing anything sensible in making a more lasting peace possible. We have no objection to youth serving its nation in peace time in any way which will profit both the nation and the individual. But it seems only sensible to insist that we be sure that the method we use will best serve this double purpose.

All of this means that the matter of peace-time conscription is partly an educational problem; at least its proponents have made it such with their arguments. When

education is involved, educators should be consulted. As usual, however, this issue is being discussed and planned with little consideration of the educational profession. In general, educators have not been noticeably disturbed by what is going on right under their noses. Now is the best time for them to assess the issue to see wherein the proposals are consistent with, or violate, the educational principles in which they believe.

The matter of universal military conscription ought to be settled on the basis of its sole purpose and intention — whether or not it will contribute to a more lasting peace, or protect the country against sudden aggression. The minute educational arguments are presented, educators had better be concerned with their validity. It is quite unlikely that a serious consideration of the present arguments, other than the merely military, will produce much enthusiastic support among educators.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Here's How To Teach Arithmetic

In teaching it is important to have high objectives and a good method. Without both, success is impossible. Let's take arithmetic —in any grade. First, what are the objectives?

(1) To develop complete mastery of the course of study for the grade in question. The child should know his fundamentals in a flash. There is no reason to hesitate over 7 plus 6 or 17 minus 8. If it's important to know a combination, it is just as important to know it thoroughly. (2) To develop the power to think mathematically. There is a "feel" to mathematics. Good teaching strives to develop that "feel"—it stresses the power to see relation-

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ships quickly. For instance, division is the reverse of multiplication. If 8 times 9 equals 72 then 72 divided by 9 equals 8. The ability to see such relationships is elemental to progress in mathematics. (3) To develop speed; and (4) to develop accuracy. Keep every recitation moving. This adds to interest, alertness and concentration. As for accuracy, the answer is worse than no good if it isn't correct. Demand the right solution in the minimum of time. Snap it up—but keep the class with you.

And now the method. (1) If the period is 30 minutes divide it something like this: (a) 5 minutes for oral drill; (b) 5 minutes for written drill; (c) 5 minutes for developing the new assignment; and (d) 15 minutes for working problems based on the new assignment.

In the oral drill—"a" above—give multiplication, addition, subtraction and division combinations for the class to answer in concert. Insist that everybody respond; that they answer quietly and all at once. Do not permit non-participation or hesitation. After the concert drill call upon two or three children to answer individually.

Follow this by giving the class three or four stated problems—one at a time—which they are to answer orally. These problems should be adapted to the grade and should involve the fundamental operations. Keep the problems easy so the children can concentrate on the method rather than the manipulation of difficult numbers.

In the written drill—"b" above—give the class problems in the fundamental operations as well as other processes covered by the group, to solve one at a time as dictated. In the upper grades it is impossible to review everything each day, hence rotate the processes covered so no subject will remain untouched for more than four days. Always insist on speed and accuracy. Those who are slow to complete a problem get part of it and therein, their drill.

In oral drill, problems are of this type: 2 plus 4, 5 times 7, 16 minus 7, etc. in written drill, of this type: 176 plus 6 plus 79; 289 times 76; 371 minus 126—always of course adapting the problems to the grade.

Because of shortage of space "c" and "d" cannot be discussed now.

I am sure that this little recipe, if followed to the letter every day will give *A-plus* results. Of course you will have to watch the shortening and the spices.

ON TEACHING ENGLISH TO FOREIGNERS

FREDERICK HOUGHTON

BASIC English, a modified form of the English language, designed to be an international language, was originated by two Cambridge University men who selected 850 English words which they believed could convey all ordinary ideas. As a proposed world language, it has powerful supporters. In September, 1943, Mr. Winston Churchill, speaking at Harvard University, complimented Harvard upon the success of its efforts to introduce it into Latin countries and into the secondary schools of Massachusetts. The British Cabinet, he said, had named a committee to report upon its value. The Rockefeller Foundation and the Payne Fund have financed a Harvard research commission on English language studies. Publishers have seen in it a huge market and have issued long lists of text books, translations, bi-lingual hand books and books describing it. Its value in teaching adult immigrants has been widely publicized, and its use in secondary schools and even in elementary schools has been advocated and tried.

In what follows I am not commenting upon Basic English as a world language. My only concern is with the methods of teaching it in adult immigrant classes. As a teacher, I have in mind a class of thirty Polish men and women who want to be able to talk with the people that they meet on the street, at the grocery or on the job. To give them this ability, I should know of, and use, the best methods to use in teaching them, and so I am more concerned with methods of teaching these 850 words than I am in the number of words that will be needed to give them this ability. My success in teaching them will depend, not so much upon the vocabulary used, whether Basic English or any one of several others, as upon the effectiveness of the methods I use in teaching it. Although my main object is to enable them to speak and understand spoken English, I know that by using a proper method I can teach them to read it and write it to some extent as by-products. Yet although there are pages, chapters and books about the Basic, English vocabulary, instructions about method of presentation are woefully lacking, or if mentioned at all, casually or indirectly.

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Pupils today need to be prepared for the quantitative aspects of our modern life—they need to develop mathematical sense and increased power to solve problems. Weakness in these abilities, discovered in specialized training of the armed forces, is recognized and remedied in

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The fundamental teaching method of the originators seems to be shown in this quotation: "Anyone who has learnt the vocabulary with its nearest equivalents in his own language can proceed to put the words together in sentences." In this, two statements are open to doubt. The first is: "Anyone who has learnt the vocabulary . . . can proceed to put the words together in sentences." If by this they mean English sentences, this is a fallacy, unless the pattern of the language to be learned is similar to that of the pupil's own language. Thus a German pupil says, "Ich kan Deutsch sprechen." He learns that Ich means I, kan is can, Deutsch is German, and sprechen means speak, so he puts these words together to make a sentence after the pattern of the German language, and says, "I can German speak." He must be taught the proper sequence of these words in an English sentence.

A second statement in that quotation is more serious. "Anyone who has learnt the vocabulary with the nearest equivalents in his own language . . ." If this expresses the originators' method of teaching Basic English, I am convinced that for my purpose of teaching adult Poles to speak English, it is fundamentally wrong. It is the traditional way to teach the reading and writing of a dead language, like Latin, but it is an artificial and ineffective way to teach a living language.

It will be noted in the quotation that my pupils must learn a list of words, "with their equivalents" in Polish, and when using them in speaking they will turn them back into English. This method of teaching a foreign language is still used in some secondary schools, in which a pupil learns from a text book a list of words, French perhaps, "with their equivalents" in English. Then he reads random French sentences which illustrate the use of these words, then translates English sentences into French, using the words listed, always of course thinking in English. After four years of this, he marches into Paris with the army and to his amazement hears mere children speaking French, while he thumbs a bi-lingual handbook to ask where he can get a meal. His French was taught in an artificial way, but the child learned in a natural way, which was very effective.

In teaching English speech, this artificial way of learning words, translating them and using them in random sentences which do not apply immediately to the pupil's needs or interests, is wrong. To learn to speak English, my Poles must learn words that they can use

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immediately in their daily activities, and they must use them so often that they become habitual. That is, they must speak in English about something that interests them, and they must think in English. Based upon these two necessary conditions is a method of procedure used widely and successfully in teaching English speech to non-English speaking persons, both adults and children.

1. Select a subject of interest to your pupils. This is most important.
2. Make a list of words which you can use in talking about the subject. These words can be taken from the Basic English list or any other.
3. Teach the meaning of these words, use every word in sentences as many times as possible, in writing and orally, and then have every pupil use orally the same sentences many times until the pattern is fixed.
4. Have every pupil talk about the entire subject, using as many words from the list as possible.

I TAUGHT THESE

J. POPE DYER
Chattanooga, Tennessee
Central High School

I HAVE now taught for over twenty years. In that time, I have taught a doctor, a minister, a dentist, a lawyer, and a singer.

The doctor was a serious-minded student with great ambition. The dentist was the most popular boy, by reason of his winning personality. The minister was slow in scholarship but had untiring energy. The lawyer was extremely interested in nature study and the singer exceedingly intelligent and unusually unselfish.

The doctor now serves gloriously in a large army hospital. The dentist ministers to service men in the army. The minister is pastor of a prosperous small town church. The lawyer is now a resident agent of the F.B.I. and the singer is traveling throughout the nation entertaining the members of the armed forces with her talents.

I taught these that you can't get something for nothing; that you can make more friends in a week by being interested in the other fellow than you can make in a year trying to get the other fellow interested in you; and that the time to train a child is in the high chair and not in the electric chair.

The News Digest
OF EDUCATION IN ACTION

Army to Open Schools For Our Men Abroad

WASHINGTON. — Plans for the establishment of a "substantial number" of schools and colleges in Europe, to provide free educational facilities for American soldiers on an unprecedented scale, have been completed by the War Department.

Four types of institutions are to be maintained. Describing the different types of instruction to be offered, the Army announced that these four schools would be utilized:

(1) Unit Schools—It is planned to establish one unit school for each battalion or separate unit of 1,000 men or less. The curriculum in this school will include selected courses in vocational training, supervised job assignments, general education through the second year of college, and literacy training.

(2) Technical Schools — These schools are to be established near installations of the technical services, or in any location at which facilities can be made available. The curriculum will include specialized vocational training for which equipment and instructor personnel are not generally available in unit schools.

(3) Army University Study Centers—These will be established at locations designated by the theatre commander. Courses will be offered at the college and university level, and will include liberal arts, the sciences and the professions. Students are to be sent to Army University Study Centers on a quota basis established by the theatre commander.

(4) Civilian Colleges and Universities—Men who qualify by background and previous education may be sent to appropriate civilian colleges and universities in the theatre in which they are located. The theatre commander will establish a quota for assignment of students. Students will be chosen who desire to study at a level above the second year of college and who have completed two years of college education, who meet the entrance requirements prescribed in contracts with the institutions concerned, who are competent in the language of instruction, and for whom appropriate courses are not available in the designated unit and technical schools.

Dewey Moves to Increase State's Aid to Schools

ALBANY, N. Y.—Governor Dewey has opened the door for an increase in the State's contributions for the education of elementary and secondary school students by appointing a committee of five to study revision of the Friedsam formula and to make recommendations for setting up technical institutes at State expense to provide vocational training.

This committee will prepare its recommendations in time for action at this legislative session.

"The future of our State rests with the children," Governor Dewey said. "To the extent that adequate education is supplied to those children, they grow to full developed maturity and good citizenship. No one other thing in our State is as important. In the immediate present it is second to no objective except that of the war effort.

"The primary purpose of our educational system is to improve the quality, character and preparation of our people. After an extensive study by members of the State adminstration I am of the opinion that if we are to continue adequately to meet this purpose over the State as a whole, the system of State aid must be altered and liberalized.

"We must not alter in any way the local management of the schools. We must enable the local authorities to develop and train their children in accordance with modern standards.

"The committee will also report on a detailed program for the technical institutes which were authorized by an act of the Legislature in 1944."

Maine's Governor Favors $900 Teachers' Minimum

AUGUSTA, ME.—Can you imagine living in this inflationary era on an average yearly salary of $720? It's hard to believe. Yet 5400 out of 6200 Maine school teachers are doing it.

Even in a small Maine hamlet, where the general store and the post-office occupy the same quarters, where there are no movies and where you couldn't buy an ice cream soda if you had the money, an estimated $14 is a discouraging weekly pay check.

Teachers, even in rural Maine, have to eat. They must dress neatly and in winter, when the snow drifts high over the first-floor windows as it did recently, they must dress warmly also. They are expected, in addition, to attend teachers' conventions and otherwise to keep abreast of teaching methods. Some of these, mostly dyed-in-the-wool Maine men and women, have stayed on the job. An appalling percentage have been lost to other New England states where better wages are paid.

But Maine's new Governor, Horace A. Hildreth, intends to improve the salary standards and thus enable Maine to retain the good teachers the state has been training for decades. It is the general opinion that the salaries of 5400 teachers will have been increased to $900 by next fall.

Hope to Decrease Dental Decay

GRAND RAPIDS, MICH.—During the fall and early winter (about four months) four dentists from the U. S. Public Health Service will be giving

Closer Cooperation For Vermont Schools

MONTPELIER, VT.—Closer cooperation of high schools, junior colleges and senior colleges and universities of Vermont is recommended in a five-point program prepared by a special Post-War Planning Committee report. Appointed by Gov. William H. Wills, the committee has made a comprehensive study of State school needs.

Recognizing that the high schools of Vermont are small, the report points out that frequently graduates find it impossible to meet the standard admission requirements of the colleges. The committee recommends that more flexible entrance requirements be adopted by colleges, since "the only adequate basis for college admission which permits the possibility of a considerable variety of high school programs is one which lays the main emphasis upon quality rather than upon quantity."

A State-wide qualitative testing program is urged that might implement the application of qualitative measures. More attention should be paid to guidance and counseling on the high school level, the report suggests. At present not enough work is done in this area.

The committee made these specific recommendations:

(1) That the colleges review the curricular offerings of the freshman year, the techniques of instruction and the guidance program with a view to helping students make a successful transition from high school education to the different and less standardized methods and techniques of college teaching.

(2) That the high schools give consideration to an improvement in teaching techniques which would better prepare the student for adult intellectual pursuits and to the improvement of the high school libraries.

(3) That the high schools give particular attention to the development of sound habits of study and that they insure the attainment by all students of the basic skills of the learning process.

(4) That a closer collaboration between the high school and college officers be sought with a view to a continuous interest in the guidance of the individual student.

(5) That both the colleges and high schools give attention to the matter of sound health.

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complete dental examinations to some 15,000 children in Grand Rapids, beginning with kindergarten and going through the eighth grade. This is the beginning of a ten-year demonstration. Perhaps in 1954 an examination of all Grand Rapids children in the first eight grades will reveal they have about 60 percent less tooth decay than children had in 1944. At least that is what scientists hope will result from adding fluorine to the Grand Rapids water supply.

In July the city council of Grand Rapids voted to serve as a laboratory for this demonstration which the Michigan Department of Health, the U. S. Public Health Service and the University of Michigan School of Dentistry are sponsoring.

Long, painstaking research has shown that fluorine which occurs naturally in water lowers dental decay; that children drinking such water all their lives have about sixty percent less tooth decay than other children. Whether fluorine artificially added to drinking water will have the same effect remains to be seen.

Before fluorine is added to the Grand Rapids water, complete records are being made of the dental conditions of all children in the schools. This is what scientists call establishing a "base line." With the cooperation of A. W. Krause, superintendent of schools, plans have been worked out for complete dental examination of all children through the eighth grade.

Also as part of establishing the base line, saliva samples were taken from six hundred children and counts made of the lactobacilli present in the mouth of each child. It has been shown that dental caries progresses only when these bacteria are present in the mouth. For bacteria counts, children between twelve and fourteen years of age were chosen. Each year samples of saliva will be taken from six hundred children of this age group, to note any reduction in the number of bacteria present. Plans also call for several hundred saliva tests on five-year-old children.

Studies in cities where fluorine occurs naturally in the water indicate that a child must drink this water from infancy if dental decay is reduced.

Bills to Carry Out Strayer Proposals

BOSTON.— Three legislative bills, one of which would revise the method of choosing members of Boston's controversial School Committee, and all of which are intended to carry out recommendations of the Strayer School Survey Commission's report on the Hub's public school system, have been filed in the Massachusetts House of Representatives by the Boston Finance Commission.

The first bill provides that members of the School Committee shall be chosen by the Mayor from a list of nominees submitted by 13 nominators, who in turn will be elected by Boston citizens from 13 districts divided up especially for the purpose.

Two other bills were filed. The first called for the submission of a school budget at least 15 days before the beginning of the fiscal year to which it is to apply (the School Department's fiscal year begins Jan. 1, and the budget is now often held up until July).

The other bill provides for establishment by statute of a commission to determine the proper division of responsibility between the Commonwealth and its political subdivisions—cities, towns, etc.—for the support of public education within the Commonwealth.

Would Expand College Services

EASTON, PA.—Greater community service by the college after the war is advocated by President William Mather Lewis of Lafayette College in his annual report to the board of trustees. Saying that college educators cannot ignore the changing educational needs of the times, nor maintain the position that a college education has no direct vocational implications, Dr. Lewis recommends evening courses for industrial workers and business people in the post-war era and extension of other services of the college to the community.

Administrators' Meetings All Called Off

WASHINGTON.—Four regional conferences have been cancelled by the American Association of School Administrators at the request of War Mobilization Director, James F. Byrnes. Meetings which will not be held include those formerly scheduled to take place at Birmingham, Alabama, February 12-14; at Chicago February 19-21; at Denver, February 27-March 1; and at New York City, March 5-7.

Movie Idea Contest For High School Students

NEW HAVEN, CONN.—The Committee on Motion Pictures of the American Council on Education is sponsoring a Motion Picture Idea Contest throughout the nation's high schools. Students are asked to submit ideas for educational films in the form of brief synopses dealing with any problem which seems to them of paramount importance. Problems dealing with civil liberties, race relations, intolerance, immigration control, relations between employers and employees, isolationism, world peace, malnutrition, crime control, unemployment, housing, taxes, planned economy, pressure groups and propaganda are typical of the many phases of American life which might lend themselves to the medium of the motion picture.

Any number of 300-word synopses may be submitted by a contestant, but each must treat one specific problem, justifying its selection, and telling how it should be treated in a movie. War bond prizes will be awarded by judges from the Audio-Visual Aids Committee of the National Council for Social Studies on May first, when the contest closes. Entries should be mailed to Commission on Motion Pictures, American Council on Education, Yale Station, New Haven, Connecticut.

New School Offers Crafts for Profit

HANOVER, N. H.—Establishment of the School for American Craftsmen here, a vocational training project that emphasizes craft work as a means of livelihood rather than as a recreational or therapeutic activity, has been announced by the American Craftsmen's Educational Council, Inc., sponsoring the undertaking in collaboration with the Dartmouth College Student Work Shop.

Mrs. Vanderbilt Webb, vice president and treasurer of the council, pointed out that crafts in the past had been considered a branch of the fine arts, hence the emphasis in craft teaching had been on purely aesthetic design and technique with no thought of whether there might be a market for the craftsman's finished products.

Dr. Klapper Deplores Assembly Line Education

NEW YORK.—The modern American system of "assembly line" education, geared to the mass rather than the individual, is turning out college students who possess a profound lack of information about elementary phases of history, religion, mathematics and the arts, Dr. Paul Klapper, president of Queens College, said recently.

He asserted that our population, judged by reading habits and general knowledge, is no better than semi-literate.

Dr. Klapper, who long has been identified with the progressive movement in education, emphasized that it was the duty of the schools to teach that no one has the right to a judgment "unless he possesses the pertinent facts out of which that judgment grows."

In the teachers' eagerness to give to their students the fullest possible opportunity for self-expression, Dr. Klapper warned, they sometimes forget "that self-expression presupposes the possession of something to express."

"Facts and skills are acquired by diligent, highly motivated self-application," he went on. "No dilution of the forum procedure, so stimulating in adult discussion, will give children the control of primary facts and skills."

More Students Favor Vote at Eighteen

NEW YORK. — More than 43,000 high school students want the legal voting age lowered to 18, according to a nation-wide poll conducted among 84,353 students in 1,200 schools by the Institute of Student Opinion.

This is an upset of a similar consensus last year, when 53 per cent of the voters opposed giving the ballot to 18-year-olds. The chief reason given by the students for the reversal of opinion was "old enough to fight, old enough to vote."

New Building Standards For Schools in Britain

LONDON.—Under the new Education Act, most of which goes into effect in April, there will be drastic improvements in the standard of school buildings in Britain. The Ministry of Education has drawn up a set of school building regulations with which the local authorities will have to comply, both for new and existing schools.

All new schools will have to built off main roads; there must be unrestricted sunlight and plenty of space around the buildings.

They will be required to contain staff rooms, kitchens, accommodations for medical examination and treatment, and (except in the smaller primary schools) one or more dining rooms.

The size of playing grounds will run from half an acre for the smaller of these primary schools up to fourteen acres for the bigger secondary schools.

A secondary school must have arts and crafts rooms, a library, an assembly hall with a platform or a stage, and a gymnasium. In both county and voluntary schools of this kind classrooms are to be wired for radio reception, and there must be accommodation for film projection.

The regulations provide for a progressive reduction in the size of classes, so that the maximum for a primary school shall be forty, and for a secondary school thirty. This, of course, will require bigger buildings and teaching staffs, quite apart from the expansion that will be needed for the increased school population which will result from raising the school-leaving age under the new Act.

XUM

Michael Ward Boston Board Head

BOSTON. — School Committeeman Michael J. Ward of East Boston has been elected chairman of the Boston school committee, succeeding Dr. Patrick J. Foley of South Boston. Ward received the necessary three votes, with only Committeeman Joseph C. White dissenting and casting his vote for Dr. Foley. Ward did not vote. Dr. Foley was elected treasurer unanimously.

Mindoro Schools Are Liberated

GEN. MACARTHUR'S HEADQUARTERS.—Primary schools at San Jose and in other liberated precincts of Mindoro Island have been opened under Filipino teachers. It is planned to open a secondary school later.

Very few Japanese were on Mindoro apparently. There was less indoctrination there than in Leyte, where through the schools the children were bombarded with enemy propaganda and forced to learn the Japanese language. Mindoro students, like those of Leyte, are being taught English. Thus, just 155 miles south of Manila, children started again after the year-long gap to get very much the same "book learning" that American youngsters of the same age get.

Buyers Will Bring Education Home

BRUNSWICK, ME.—Instead of having to burn down the little red schoolhouse to get junior out of the fourth grade, you can buy him one.

Brunswick's Selectmen voted recently to sell four of the town's rural schoolhouses not in use.

China Offers $1500 Scholarships

WASHINGTON.—The Chinese Ministry of Education has offered a number of $1,500 scholarships for the study of Chinese history, literature, art, geography, or political science at American, British and Indian universities, according to an Office of War Information report of a Chungking, China, radiocast picked up here.

The American universities of Harvard, Yale, Columbia, Chicago, Michigan, and California have accepted the offer and universities in Great Britain and India have approved the plan in principle, said the radiocast.

Grins Between Grinds

TEACHER TAUGHT

The teacher had been giving a lesson on the use of the word "immaterial," and to discover what the children had learned, asked them to bring to school some article demonstrating the word. Next day she said to one bright lad, "Now, Johnny, show me what you have brought."

"Well," said Johnny, rising, "will you please hold this stick tightly at both ends?"

Having done this, the teacher inquired what was to be done next.

"Let go of one end of the stick," commanded the pupil.

"Which end?"

"Oh, it's immaterial," replied Johnny, "there's glue on both ends."

STEPPING UP THE GOOSE STEP

Fritz—"The trouble with us Germans is that all of us are followers."

Hans—"Yah, but we would all be leaders if some one ordered it."

RETIRING

Sister Smith humbly declined testimony at a revival, saying:

"Ah's been a black sheep all mah life. Mah place is in a dark corner behind de door."

Brother Jones rose and said meekly: "Ah, too, has been a sinner. Mah place is behind de door in a dark corner, wid Sister Smith."

THE SAME OLD MIRACLE

"I have spent very little time in college," explained the teaching applicant. "I found that the Lord had opened my mouth to teach."

The superintendent studied the job-hunter. "Indeed," he finally replied. "A similar event happened in Balaam's time."

NOT UP HIS SLEEVE

Here is one you may have heard on the "Can You Top This?" radio program:

A certain young magician has a parrot that travels with him and appears on all his shows. After each trick, the parrot exclaims "Fake!" to the great amusement of the spectators.

When the war came, the magician and his bird partner enrolled in the USO and were sent on a tour of military camps. On the Pacific their ship was torpedoed and before they knew it the man and the parrot were afloat on a piece of wreckage. They were together for a day or two before either of them spoke. Then the parrot broke silence.

"Look here," he said. "We have been together a good many years now, man and boy, and I have seen through all your tricks. But this last one has got me puzzled. Where is that ship?"

ALL WET

"What is Oceania?" was the question in geography that had the whole class stumped. There were guesses that it was another name for the Atlantic or that it means the study of oceans. Finally one resourceful student felt he really had it.

"Oceania," he piped, "is that continent which contains no land."

MARY HAD A WHAT?

Miss Mary was the possessor of a diminutive and immature specimen of the Ovis aries, a wool-bearing and ruminating quadruped, whose flesh is highly esteemed by persons to whose gustatory organs its flavor is agreeable.

The shaggy and agglomerated filaments constituting in their collective capacity its natural outer covering, integument, or garment, presented to the vision a surface absolutely etiolated and albified, and rivalling in immaculateness the lustrous mantle of crystalized vapor that commonly characterizes the winter landscape.

And to whatsoever locality, contiguous or remote, which Mary's vagrant fancy, the call of duty, or perchance the parental mandate, impelled her when not otherwise engaged, to betake herself, this juvenescent representative of the genus Ovis aries, with a fidelity remarkable in one so immature and inexperienced, could be counted upon with absolute and entire certainty to accompany her.

A FACT WORTH KNOWING

Eager Student—"What, sir, is the most interesting fact which you have ever discovered concerning the human anatomy?"

Famous Doctor—"That if you pat a man on the back his head will swell."

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